DOCUMENT RESUME

ED 460 406 CS 510 080

TITLE	Public Speaking: Example Performance Package, Minnesota Profile of Learning.
INSTITUTION	Minnesota State Dept. of Children, Families, and Learning, St. Paul.
PUB DATE	1998-03-00
NOTE	20p.; Content Standard: Write and Speak: Public Speaking; Level: High School.
AVAILABLE FROM	Minnesota Department of Children, Families & Learning, 1500 Highway 36 West, Roseville, MN 55113-4266. Tel: 651-582-8002.
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Standards; Audience Analysis; *Audience Awareness; Class Activities; *Communication Skills; High Schools; Performance Based Assessment; Persuasive Discourse; *Public Speaking; *Speeches; *State Standards; Student Evaluation

ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to constructing and delivering speeches in the English language for a variety of purposes and audiences. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the task associated with the student performances: construct and deliver three public speaking presentations--each presentation must be developed for a different purpose and audience. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for the task enumerated in the package. (RS)

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ED 460 406

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Example Performance Package
Minnesota Profile of Learning

Content Standard: Write and Speak: Public Speaking **Level:** High School

Title of Package/Activity: Public Speaking

Summary Statement of Content Standard:

Construct and deliver speeches in the English language for a variety of purposes and audiences.

Description of Student Performances:

Task 1: Construct and deliver three public speaking presentations. Each presentation must be developed for a different purpose and audience.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3 - Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

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CS 510 080

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EXAMPLE PERFORMANCE PACKAGE TASK 1
Public Speaking

Content Standard: Write and Speak: Public Speaking **Level:** High School

Specific Statement(s) from the Standard:

What students should do:

1. Construct and deliver messages for specific audiences:
   a. determine the intent of the message (e.g., persuasive, informative, inspirational)
   b. select appropriate conventions of communication (e.g., format, language)
   c. construct support using information
   d. use visuals, technology or other equipment
   e. use effective delivery techniques (e.g., non-verbals, projection and voice)
   f. modify communication and/or adjust presentation based on verbal and non-verbal feedback

Product(s):

- Preparation for three public speeches
- Three public speeches

Task Description:

Overview: In this task, you will construct and deliver three separate public speaking presentations in the school or community. (1) You must complete a persuasive speech/presentation (such as a campaign speech). (2) You must complete an informative speech/presentation (such as a business presentation) or a demonstrative speech/presentation. (3) For your third presentation, you will choose the type of speech/presentation. Your choices can range from storytelling, to acting as a master of ceremonies or media broadcaster, to participating in a competitive speaking event (such as speech team, debate, Voice of Democracy).

Suggested procedures for each speech:

Constructing the speech -- follow Steps 1-3 and:

A. Complete a self-assessment of your preparatory work, using the "Feedback Checklist for Constructing a Speech."
B. Ask a classmate to evaluate your preparatory work, using the "Feedback Checklist for Constructing a Speech."
C. With your teacher, review your preparatory work.
D. Make revisions to your speech as necessary.

Delivering the speech -- follow Steps 4-6 and:

E. Ask your feedback/critique groups to use the "Feedback Checklist for Delivering a Speech."
F. Confer with your teacher for feedback, and revise your speech as necessary.
G. Deliver your speech to an audience in an authentic situation, and videotape the performance.
H. Self-assess and critique your videotaped performance, using the "Feedback Checklist for Delivering a Speech."
I. Meet with your teacher to discuss his/her assessment.

Task Description, continued

Steps:

CONSTRUCTING THE SPEECH

1. DOING PRELIMINARY WORK

The actual speech you deliver is just the "tip of the iceberg." Preparation is the largest portion and is unseen by the audience, although its presence is sensed. Giving a speech is a learned skill. Whenever you construct a speech, consider these factors affecting your presentation's content, design, and delivery:

- Who will be your audience?
- What is the purpose of the speech?
- What are the logistical details that may affect your speech?
- What information is needed to make your speech?

a. Audience: Who is your audience?

- *Knowledge*: What does your audience already know about your topic? What questions will they have about your topic? What is the audience's background? What are their interests?

- *Attitudes*: How does your audience feel about the topic? Is the topic one that they care deeply about or one that you will need to convince them is important and interesting? What are their likes and dislikes? Will your audience be there by choice to listen to your speech, or will they be required to attend.

- *Other issues*: Are there other issues about which you need to be aware to communicate effectively with your audience? When presenting to a group of people from another culture, for example, consider their view of the world and how they make decisions, solve problems, and resolve conflicts.

b. Purpose of Speech: What are you trying to communicate? What do you want the audience to learn or experience from your presentation? What effect do you want your presentation to have on your audience? What do you want your audience to think or feel after hearing your presentation? Is your goal to motivate, inform, persuade, entertain, or inspire your audience -- or a combination of these?

Task Description, continued

c. Logistics: How much time do you have to prepare your presentation? How much time do you have to deliver your presentation? How many people will be in your audience?

d. Topic: Choose a topic that allows you to take a position. You will give a more effective speech if you feel passionate about the topic -- either pro or con -- than if you are neutral. Whittle down a broad topic to one more easily covered in the speech's length. Choose an area of your topic that appeals to you. Narrow your focus to a few main points. Ask questions about your topic -- who, what, when, where, why, how.

e. Research:

What information do you need to gather to make your presentation?

- List what you already know about the topic.
- List what supporting evidence you have.
- List what you think and feel about the topic.
- Read through these lists. Which ideas are the strongest?
- Decide what else you need to know about this topic. Make a list of these items.

Gather the information you need to create your presentation. Your research may take place in a library/media center or it may require fieldwork -- or both. Consider the following possible resources:

- Encyclopedias - text or CD-ROM versions
- Statistical Abstracts -- Yearbooks
- Almanacs
- Indexes to Periodicals
- Microfilm -- Microfiche
- On-Line Search Engines such as Nexis, Lexis, Yahoo, AltaVista
- Books of Quotations
- Opposing Viewpoints/Issues Series
- Videotapes -- Audio tapes -- "How-to" Documentaries

Task Description, continued

f. As you gather the information you need for your speech, observe these ethical considerations:

- Use your own words and ideas whenever possible.
- Credit sources whenever you use ideas or words from another person or publication.
- Avoid misrepresentation of people or ideas.
- Avoid exaggeration or distortion which may mislead the audience.

g. Complete the Speech/Presentation Planning Sheet (pages 11-12).

2. PREPARING THE SPEECH

It is recommended that your speech have five different parts: Introduction, Overview, Body, Summary, and Appeal. Although some people may feel comfortable preparing the parts of the speech in the order in which they will present them, the approach given below may be more successful for you.

a. Determine your Appeal.

An appeal is what you want your audience to think, feel, believe, or do as the result of your presentation. For example, if your presentation is an advertisement for your car maintenance business, the *appeal* of your presentation is to ask the audience to purchase that service. If your presentation is to the school board, requesting a school district policy change, your request for the change is the *appeal*.

b. Create the Body.

Use the Supporting Each Main Point form (page 13) as an organizational tool. After brainstorming possible ideas to address in your presentation, select three to five main points. For each main point, decide on the supports that you will use. Review the explanations below before you create the body:

- Main points are the three to five main ideas that you will communicate to your audience. Each point will do at least one of the following for the audience: inform, convince, entertain, or move to action. Develop each main point with supports.

Task Description, continued

- Supports are the tools used to develop each of the main points. Supports do the following:

  - *define* -- give the meaning of a word or idea

  - *explain* -- expand upon a definition or previous knowledge

  - *clarify* -- give additional information to support something the audience already knows or believes

  - *prove* -- provide evidence to convince the audience of something they do not know or believe.

  Select different types of support to suit the needs of your audience, the purpose of your presentation, and the specific ideas that you are developing. Often you will use a variety of supports for each point. Here are several types of support and brief explanations of how you might use them:

  - *Description*: Use description to give basic or more detailed information about the main point.

  - *Stories*: Use stories or anecdotes to capture the listeners' attention and to personalize complex issues or ideas.

  - *Comparison/Contrast*: Use a discussion of similarities or differences to further explain or clarify ideas.

  - *Analogies*: With an analogy, you use the familiar to explain the unfamiliar (for example, "the eye is like a camera") and to clarify and reinforce points.

  - *Quotations*: Use testimony from another person with authority or expertise. When you use quotations, identify your sources.

  - *Statistics*: Some audiences want to see and hear facts and figures to understand your points and believe your message. Even for an audience who demands data, use statistics cautiously. It is easy to bore an audience with too much detail. Present statistics in a clear and concise format.

- Organizing patterns are the ways in which you control the order and flow of your main points. You may choose (and modify as necessary) these commonly used patterns:

  - *Chronological*: A basic past, present, and future pattern is one of the most common, particularly if historical issues and a plan for the future are key elements of the presentation.

  - *Emphatic* (by order of importance): The key here is to understand the relative importance of each main idea and know that both the first and the last positions have particular power with audiences.

  - *Problem/Solution*: Identify the problems that make your proposal for change necessary; then discuss the steps for a solution.

  - *Deductive Approach*: Present your main idea at the beginning of the speech and provide supporting details in the body of the speech.

  - *Inductive Approach*: Begin your speech with supporting details that gradually lead up to the main idea.

Task Description, continued

- Cues for the organizing pattern help the audience follow the flow of your points, stay engaged with the presentation, and remember information and ideas after you have finished your speech. Listed below are some commonly used cues:

  - *Simple Numbering*: Note in the overview of your presentation how many main points you will be making. Then, as you move through your speech, let the audience know which point you are addressing. As stated previously, plan to include between three to five main points; listeners cannot keep track of more than five at a time.

  - *Questions*: What are the questions that you will answer with your main points? An interrogative cue pattern in which you ask and answer your own questions holds the audience's attention and clearly defines for them what they will learn from your presentation. (For example, What is a web page? How does it work? Why would somebody want a web page? What does one need to do to create a web page?)

  - *Transition(s)* are the words and phrases speakers use to show the audience they are moving from one point to another. Sometimes a word or two is enough to provide a transition ("First..., Next..., Finally..."). Other times you may need to be more expansive (for example, "Having looked at the past and present state of the organization, we need now to move into the future"). Transitions should be smooth and act as clear signposts that a shift is being made in the speech.

c. Develop an Overview

The overview is a brief statement informing the audience what to expect from your presentation. An overview of your presentation helps the audience follow your discussion -- and take notes.

d. Develop a Summary

The summary is a brief restatement of your main points. Not every presentation will need a summary; including a summary depends on the length of your presentation, its complexity, and the speech's purpose.

e. Develop an Introduction

There is a reason to prepare the introduction last: you need to know what you are introducing before you decide the best way to introduce it. Possible introduction techniques include the use of the following:

- Humor - Be sure the humor is appropriate and inoffensive. Humor should be used in a speech to grab the audience's interest and help them focus on the message of the speech.
- Rhetorical Question: Begin with a question or series of questions designed to engage your audience. (For example, "Is America's rate of incarceration compatible with the nation's ideals?")

Task Description, continued

- Anecdote - Begin with a poignant, surprising, or thoughtful story.
- Statistic or Fact - Begin your speech with a surprising or astounding statistic or fact relating to your topic.

Finally, as you prepare your introduction, consider these tips:

- Keep it short.
- Make it relevant.
- Define terms and develop background.
- Set the mood.

f. Create an Outline.

Pull all the parts together in an outline -- a Sample Outline is on page 14. As shown on the Sample Outline, you could include a column for brief notes about possible visual aids. (Visual aids are discussed in Step 3.)

3. DEVELOPING VISUAL AIDS

Plan to use visual aids to support the main points of your speech. Effective visual aids clarify, simplify, or emphasize information and ideas presented verbally.

a. Identify the places in your speech where visual cues will help the audience understand your points. Note them on your outline.

b. Create sketches of how your visual aids could look. Here are some ideas for graphics:

- Tables: Use a table to display a lot of information in a compact format and to show comparisons of complex information.
- Graphs: Use graphs to show comparisons, changes over time, or trends. The four most common types are simple bar graphs (both vertical and horizontal), multiple bar graphs, line graphs, and stacked bar graphs.
- Charts: Use charts to show relationships. Common forms of charts include pie charts, flow charts, tree charts, pictorial charts, organizational charts.
- Illustrations: Good illustrations (for example, diagrams, maps, clip art, drawings, photographs) make complex ideas, plans, or procedures clear to the viewer.

Task Description, continued

c. Create the graphics for your presentation:

- Use graphics only when needed to support a point.
- Create graphics that suit the needs of the audience and the purpose of the presentation.
- Create graphics that are clear enough to stand on their own, without long explanations.
- Use images that are fresh and truly applicable to the topic at hand.
- Name and label all graphics.
- Honor copyrights and credit sources.
- Use text captions to clarify important points.
- Don't crowd a graphic with too much information.

DELIVERING THE SPEECH

4. REHEARSING

Once you have prepared a first draft of your speech, you can begin to practice your presentation. As you do so, consider the following:

a. Use Speaker's Notes.

Try to memorize both your introduction and appeal. This may help you build rapport with your audience by showing them that you know your material. Do not, however, worry about memorizing the entire speech. On note cards, write as *cues to yourself* key words and phrases, rather than complete sentences. Your speech's beginning, body, and ending should be clearly evident in your transitions.

b. Use Visuals Aids.

Remember that the visuals are meant to support your speech and are not notes from which you will speak. Do not read directly from the slides/transparencies/posters, but expand the ideas displayed there in your own words. Remember to give your audience enough time to look at your visual aids.

Task Description, continued

c. Control Your Delivery

Practice using different volumes, tones, paces, and pauses throughout your presentation.

d. Relate to the Audience

As you speak, direct your attention to individuals in all parts of the room. Avoid focusing on just the people seated nearest you. Maintain energy and enthusiasm so that you communicate your engagement with the topic and with the audience. Be ready to adjust your planned organization of ideas and/or delivery techniques based on the audience's verbal and non-verbal responses.

e. Adjust the timing of your presentation.

Lengthen or shorten your speech as necessary for your audience and purpose.

5. RECEIVING FEEDBACK

a. Make your speech/presentation to critique group(s) who will provide you with helpful feedback. Ask them to consider the perspective of the intended audience as they focus on the following issues:

- logic and strength of your main points
- clarity and strength of the supports for your main points
- organizational pattern you use to present the main points
- cues you use to keep the audience informed of this pattern
- transitions between the main points
- strength of the appeal

b. Give your speech to a group of classmates who have not yet seen any parts of your presentation. Ask them to give you feedback on the speech as a whole, your delivery, and the clarity of your ideas and visual aids.

Task Description, continued

c. Decide which suggestions are most helpful to you. On the Critique Form (page 15), note the four most helpful pieces of critique (feedback) you received, and identify how you will use the feedback to improve your presentation.

6. REVISING THE PRESENTATION

a. Revise your speech as necessary. Recall the nonverbal responses of your feedback/critique groups -- their body language and attentiveness. Cast your own critical eye on your speech. What parts of your speech seemed interesting to the audience? What portions seemed dull? Did part of your presentation seem too complex? Would additional or other visuals be useful?

b. Again using your critique group(s) as an audience, deliver the sections of your presentation which you find the most difficult. Ask them for suggestions to make the sections less troublesome.

EXAMPLE PERFORMANCE PACKAGE TASK 1
Public Speaking
SPEECH/PRESENTATION PLANNING SHEET (page 1)

Note: You may not be able to answer all the questions below for your presentation.

GENERAL INFORMATION

Speaker:_____ Audience:_____ Topic:_____

Length of presentation:_____minutes Presentation date and time:_____

AUDIENCE

Questions	Answers/Information	How it affects the design of the presentation
Knowledge: what does the audience know about the topic?		
Attitudes: how does the audience feel about you, the topic, and the presentation? What are their interests?		

PURPOSE

Questions	Answers/Information	How it affects the design of the presentation
What do you want the audience to learn or experience during your presentation?		
What do you want the audience to think, feel, or as a result of your presentation?		

EXAMPLE PERFORMANCE PACKAGE TASK 1
Public Speaking
SPEECH/PRESENTATION PLANNING SHEET (page 2)

LOGISTICS

Questions	Answers/Information	How it affects the design of the presentation
Time allocated for presentation		
# of people in audience		

RESEARCH PLAN

Questions to answer; Information to find	Possible Sources	Where, how and when will I find this information?

EXAMPLE PERFORMANCE PACKAGE TASK 1
Public Speaking
SUPPORTING EACH MAIN POINT

Name: _____

MAIN POINT (Idea) (summarize briefly)

_____
_____
_____

SUPPORTS FOR MAIN POINT

# 1	**Function** (check one)	**Type** (check one)	**Support** (summarize briefly)
	☐ Define	☐ Description	_____
	☐ Explain	☐ Story	_____
	☐ Clarify	☐ Comparison	_____
	☐ Prove	☐ Analogy	_____
		☐ Quotation	_____
		☐ Statistics	_____

# 2	**Function** (check one)	**Type** (check one)	**Support** (summarize briefly)
	☐ Define	☐ Description	_____
	☐ Explain	☐ Story	_____
	☐ Clarify	☐ Comparison	_____
	☐ Prove	☐ Analogy	_____
		☐ Quotation	_____
		☐ Statistics	_____

# 3	**Function** (check one)	**Type** (check one)	**Support** (summarize briefly)
	☐ Define	☐ Description	_____
	☐ Explain	☐ Story	_____
	☐ Clarify	☐ Comparison	_____
	☐ Prove	☐ Analogy	_____
		☐ Quotation	_____
		☐ Statistics	_____

EXAMPLE PERFORMANCE PACKAGE TASK 1
Public Speaking

Sample Outline

Note: the number of main points, the number of supports for each point, and the number and types of visual aids will vary depending on your presentation. The structure presented below is intended to demonstrate the shape of a sample outline.

Speech	Visual Aids
I. Introduction	text
II. Overview	text
III. Body	
A. Main point	
1. Support #1	chart
2. Support #2	text
3. Support #3	no visual needed
4. Support #4	table
B. Main point	
1. Support #1	graph
2. Support #2	text
3. Support #3	no visual needed
4. Support #4	chart
C. Main point	
1. Support #1	text
2. Support #2	illustration
3. Support #3	graph
IV. Summary	text
V. Appeal	text

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EXAMPLE PERFORMANCE PACKAGE TASK 1
Public Speaking
CRITIQUE FORM

GENERAL INFORMATION

Speaker:_____ Audience:_____ Topic:_____

Length of presentation:_____minutes Presentation date and time:_____

People giving feedback:_____

CRITIQUE

Person giving critique _____

Critique given:	How you plan to change your presentation given this critique:

Person giving critique _____

Critique given:	How you plan to change your presentation given this critique:

Person giving critique _____

Critique given:	How you plan to change your presentation given this critique:

Person giving critique _____

Critique given:	How you plan to change your presentation given this critique:

Special Notes:

Finding a Real Audience
While this performance package may be completed with a simulated audience (for example, class members), it will be more effective and more meaningful for students if they present to authentic audience(s) for real purposes. There are many groups and organizations in the school and community who might provide speaking opportunities for students.

Recommendations, Not Rules
The organizational five-part design given in the Preparing the Speech Section (Introduction, Overview, Body with Supports, Summary, and Appeal) and the guidelines included for each part comprise one of many available models for structuring a presentation. This model is given to provide a basic framework and may be modified to conform to a school's curriculum or the method with which teacher and students have previously worked.

Establishing Critique Groups
Students could be assigned to working critique groups of four or five people that could remain constant throughout the steps of constructing and delivering their three speeches. With a consistent group of students with whom to work, students have a better chance of establishing the rapport necessary for constructive feedback.

Forms
Students will need to use one "Supporting Each Main Point" form for each of a speech's main points.

EXAMPLE PERFORMANCE PACKAGE TASK 1
Public Speaking

FEEDBACK CHECKLIST FOR TASK 1

Y = Yes
N = Needs Improvement

Student		Peer	Teacher
	Constructing a Speech		
_____	Audience's background is clearly stated.	_____	_____
_____	Purpose of presentation is clearly stated.	_____	_____
_____	Information gathered is sufficient and appropriate for the audience and purpose.	_____	_____
_____	Sources are appropriately credited.	_____	_____
_____	Introduction is effectively designed to capture the audience's attention and to move into the rest of the presentation.	_____	_____
_____	Overview clearly states the scope of the presentation.	_____	_____
_____	Main points are clearly stated and well-organized.	_____	_____
_____	Each point is supported with relevant examples and details.	_____	_____
_____	Visual aids are planned to provide effective support for the main points.	_____	_____
_____	Summary accurately and effectively reinforces the message of the presentation.	_____	_____
_____	Appeal is clearly stated and is appropriate for purpose and audience.	_____	_____

EXAMPLE PERFORMANCE PACKAGE TASK 1
Public Speaking

FEEDBACK CHECKLIST FOR TASK 1

Y = Yes
N = Needs Improvement

Student		Peer	Teacher
	Delivering a Speech		
_____	All parts of the presentation effectively support the purpose.	_____	_____
_____	Supports are credibly presented, and they reinforce the main points.	_____	_____
_____	Use of visual aids effectively enhances and supports the speech.	_____	_____
_____	Presentation is appropriately adjusted based on verbal and non-verbal feedback from audience.	_____	_____
_____	Message is well-delivered through: • effective voice control and variation • appropriate movements/gestures • familiarity with all parts of the presentation.	_____	_____
_____	Language and format are clear and appropriate to audience and purpose.	_____	_____